

MYRTLE BEACH MIDDLE

950 Seahawk Way
Myrtle Beach, South Carolina 29577

GRADES 6-8 Middle School

ENROLLMENT 932 Students

PRINCIPAL R. Roger Gray 843-448-3932

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	28	7	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

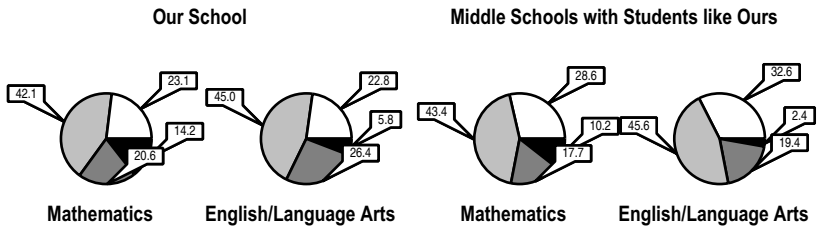
FOR MORE INFORMATION, VISIT WEBSITES AT:




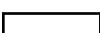
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	57	293	127
Percent satisfied with learning environment	98.2%	69.9%	74.4%
Percent satisfied with social and physical environment	92.7%	73.9%	68.9%
Percent satisfied with home-school relations	73.2%	83.4%	79.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	908	98.8	22.8	45.0	26.4	5.8	32.2	17.6
Gender								
Male	443	98.4	30.2	43.3	22.5	4.0	26.5	17.6
Female	465	99.1	16.0	46.4	30.2	7.5	37.7	17.6
Racial/Ethnic Group								
White	588	99.3	14.7	44.0	32.8	8.5	41.3	17.6
African-American	235	97.0	36.9	50.8	12.3	N/A	12.3	17.6
Asian/Pacific Islander	14	100.0	9.1	45.5	45.5	N/A	45.5	17.6
Hispanic	53	100.0	57.5	30.0	10.0	2.5	12.5	17.6
American Indian/Alaskan	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	742	99.3	17.5	45.1	30.5	6.9	37.4	17.6
Disabled	166	96.4	50.8	44.4	4.8	N/A	4.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	908	98.8	22.8	45.0	26.4	5.8	32.2	17.6
English Proficiency								
Limited English proficient	35	100.0	91.3	8.7	N/A	N/A	N/A	17.6
Non-limited English proficient	873	98.7	20.7	46.1	27.2	6.0	33.2	17.6
Socio-Economic Status								
Subsidized meals	458	98.3	35.9	47.4	16.2	0.5	16.7	17.6
Full-pay meals	450	99.3	11.2	42.8	35.5	10.5	46.0	17.6

Mathematics								
All students	908	99.7	23.1	42.1	20.6	14.2	34.9	15.5
Gender								
Male	443	99.3	24.8	38.7	21.3	15.2	36.5	15.5
Female	465	100.0	21.5	45.0	20.0	13.4	33.4	15.5
Racial/Ethnic Group								
White	588	99.8	14.8	41.2	24.6	19.4	44.0	15.5
African-American	235	99.1	41.1	44.2	11.7	3.0	14.7	15.5
Asian/Pacific Islander	14	100.0	9.1	45.5	27.3	18.2	45.5	15.5
Hispanic	53	100.0	42.5	40.0	12.5	5.0	17.5	15.5
American Indian/Alaskan	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	742	100.0	17.7	42.2	23.6	16.5	40.1	15.5
Disabled	166	98.2	51.6	41.1	4.8	2.4	7.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	908	99.7	23.1	42.1	20.6	14.2	34.9	15.5
English Proficiency								
Limited English proficient	35	100.0	60.9	34.8	4.3	N/A	4.3	15.5
Non-limited English proficient	873	99.7	21.9	42.3	21.1	14.7	35.8	15.5
Socio-Economic Status								
Subsidized meals	458	99.3	37.1	42.2	16.6	4.1	20.7	15.5
Full-pay meals	450	100.0	10.7	41.9	24.2	23.2	47.5	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	246	N/A	19.7	37.2	27.2	15.9	43.1
	Grade 7	295	N/A	17.7	40.4	33.3	8.5	41.8
	Grade 8	252	N/A	21.9	42.1	31.0	5.0	36.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	302	98.0	30.2	33.6	25.7	10.6	36.2
	Grade 7	273	98.9	17.2	48.9	29.1	4.8	33.9
	Grade 8	333	99.4	20.4	52.5	25.0	2.1	27.1

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	246	N/A	18.8	37.7	22.6	20.9	43.5
	Grade 7	295	N/A	28.2	38.7	17.6	15.5	33.1
	Grade 8	252	N/A	23.7	50.2	17.4	8.7	26.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	302	100.0	24.3	32.5	25.4	17.9	43.3
	Grade 7	273	99.6	24.6	38.2	18.9	18.4	37.3
	Grade 8	333	99.4	20.8	54.2	17.6	7.4	25.0

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 932)				
Students enrolled in high school credit courses (grades 7 & 8)	42.4%	Up from 16.3%	14.4%	14.4%
Retention rate	2.8%	Down from 3.9%	2.3%	2.3%
Attendance rate	94.9%	Down from 95.8%	95.3%	95.2%
Eligible for gifted and talented	21.9%	Up from 17.1%	16.8%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	17.5%	Up from 16.8%	14.5%	14.1%
Older than usual for grade	3.6%	Up from 2.6%	4.7%	4.9%
Suspended or expelled	3.3%	Up from 2.0%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	48.3%	Up from 46.3%	46.4%	47.1%
Continuing contract teachers	90.0%	Up from 88.9%	85.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.5%	Up from 91.7%	86.1%	84.3%
Teacher attendance rate	94.8%	Down from 95.7%	94.9%	95.0%
Average teacher salary	\$41,070	Up 0.5%	\$39,746	\$39,924
Prof. development days/teacher	11.8 days	Down from 13.1 days	10.1 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio	22.7 to 1	Up from 20.6 to 1	21.5 to 1	21.0 to 1
Prime instructional time	89.0%	Down from 90.9%	88.9%	88.9%
Dollars spent per pupil*	\$5,289	Up 5.3%	\$5,699	\$5,854
Percent spent on teacher salaries*	64.6%	Down from 65.4%	62.3%	62.0%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	92.9%	Up from 91.2%	94.6%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

It is a pleasure to report the successes and achievements of Myrtle Beach Middle School during the 2002-2003 school year. Students, staff, parents and community members have worked productively to help ensure progress for all.

Academic awards, as well as achievements in the arts and community service were enjoyed. Some of our accomplishments this year include:

State winner of the Santee Cooper Environmental Essay Contest;

Eleven students received Presidential Active Lifestyle Awards;

Twenty- four students were named as South Carolina Junior Scholars;

Four students were named Duke TIP Scholars;

Orchestra played at Governor Sanford's inauguration;

Math Team place second in regional competition;

More than \$3000 was raised for various charities;

Language department and the Art department received a grant to integrate content areas;

Band and Orchestra received superior ratings at various district and state competitions;

Two additional teachers met the requirements for National Board Certification; &

Almost 40,000 Accelerated Reader points were earned by the students.

Although we did experience many successes and awards, our primary focus was always to improve student achievement. Tutorial opportunities, computer-based academic programs, mentoring and small group instruction are some of the programs provided to increase academic progress.

Parent involvement is always a key component in a child's success. The School Improvement Council has been a driving force in developing and monitoring changes to help improve communication between home and school.

Myrtle Beach Middle School is blessed to have excellent students, staff and parents. Together we strive for continued improvement in academics, the arts, community service and good citizenship.

Elisabeth M. Christopher
Principal, 2002-2003

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.